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ABSTRACT

The overall effectiveness of the educational experiences provided at two West Tennessee ABE Workshops conducted in November 1971, excluding an objective measure of gain in knowledge, was studied. A questionnaire and an evaluation scale for use by workshop participants were administered to adult basic education personnel from all counties in West Tennessee. The primary objective of the two workshops was to acquaint the participants with what transpired in three adult basic education institutes held in the Summer of 1971. The evaluative data show that the two workshops were very successful. Seven appendixes present the following: A. Summary of Guidance and Counseling Session; B. Materials Handouts; C. Reading Handouts; D. Staff and Resource Persons; E. Program; F. List of Participants; and G. Evaluation Forms. (DB)

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ABE STAFF DEVELOPMENT IN WEST TENNESSEE

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TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS ii

Chapter

I. INTRODUCTION 1

Background
Purpose of Study
Methodology
Collection of Data
Hypotheses

II. PRESENTATION OF DATA BY ITEM. 5

Profile of Participants
Physical Facilities
Objectives
Program
Strengths of Workshops
Weaknesses of Workshops
Overall Rating

III. SUMMARY. 15

Appendices

A. SUMMARY OF GUIDANCE AND COUNSELING SESSION 18

B. MATERIALS HANDOUTS 33

C. READING HANDOUTS. 37

D. STAFF AND RESOURCE PERSONS 86

E. PROGRAM. 89

F. LIST OF PARTICIPANTS 93

G. EVALUATION FORMS. 101

CHAPTER I

INTRODUCTION

Background

In implementing one phase of the Tennessee concept of staff development, three adult basic education institutes were held in the Summer of 1971. These were all two-week institutes and carried graduate credit. They were as follows:

1. Guidance and Counseling, Tennessee State University, June 14-25, 1971.
2. Materials, Memphis State University, July 5-16, 1971.
3. Reading, University of Tennessee, July 19-30, 1971.

Approximately thirty ABE teachers and supervisors attended each of the institutes, with the thirty being allocated in the following manner: ten each from East, Middle, and West Tennessee. The rationale underlying this distribution was to place trained personnel in all three content areas in every region of the State of Tennessee to serve as resource persons for local programs.

Another phase of the overall staff development plan was to conduct one-day workshops across the State of Tennessee during the 1971-72 academic year. These workshops would serve as a dissemination device for acquainting all ABE personnel in Tennessee with what transpired in these institutes--the multiplier effect. Furthermore, the persons trained at the institutes would serve as resource persons in conducting these

workshops. West Tennessee conducted its sessions on November 13, 1971, Memphis, Tennessee, for Memphis City-Shelby County ABE personnel and on November 20, 1971, Jackson, Tennessee, for the remainder of West Tennessee.

The primary objective of the two workshops was to acquaint the participants with what transpired in the summer institutes in order that they might be cognizant of the resources that are available to them as they encounter problems in local programs.

Specifically, those participants attending the institute on guidance and counseling were provided with learning experiences to assist them in developing the ability to:

1. Assist adults in planning programs that will enable them to capitalize on their interests, strengths, and weaknesses as they pursue their educational and/or vocational goals.

2. Provide the individual assistance in planning an educational program based on his capacity, interests, and potential designed to help acquire the competencies and skills that will assist him in seeking solutions to personal and community problems.

3. Provide a setting in which the individual seeking assistance is able to develop sufficient insight and self-understanding so that he can make his own decisions and select procedures that will lead to solution of his problem in a personally satisfying and socially acceptable manner.

Specifically, those participants attending the institute on materials were provided with learning experiences to assist them in developing the ability to:

1. Evaluate commercial materials based upon recognized accepted principles of material evaluation.

2. Develop materials suitable for use in local ABE classrooms.

3. Use commercial newspapers in the various instructional areas--reading, language arts, math, social studies, etc.

Specifically, those participants attending the institute on reading were provided with learning experiences to assist them in developing the ability to:

1. Increase their understanding of the subject of reading as related to word attack and comprehension skills.
2. Develop skill in diagnosing reading difficulties and placing students in reading programs.
3. Increase their competency in the selection and evaluation of reading materials.
4. Incorporate reading skills into other curriculum areas in ABE.

Purpose of Study

The purpose of this study was to determine the overall effectiveness of the educational experiences provided at the two West Tennessee ABE Workshops conducted November 13, 20, 1971, excluding an objective measure of gain in knowledge.

Methodology

Source of Data

The population used in this study was local adult basic education personnel from all the counties in West Tennessee. Responsibility for recruitment was assumed by the State Department of Education, specifically, Mr. Billy Glover, West Tennessee Regional Adult Education Supervisor, and the Memphis City-Shelby County Board of Education, specifically, Mr. Blake Welch, Director of Adult Education, Memphis City-Shelby County. Approximately two hundred persons attended these sessions.

Collection of Data

Two instruments were used to collect the data for this study. The first was a questionnaire designed to obtain demographic data and participant reaction to various facets of the workshop.

The second instrument was an evaluation scale developed by Russell Kropp and Coolie Verner.[1] According to its authors, it appears to be a valid instrument for obtaining overall participant reaction to a short-term workshop. The scale consists of twenty items arranged in rank order of value, with item number one being the best thing that could be checked, item number two, the second best, and so on, with item number twenty, the least favorable response.

The instruments were administered and analyzed by the writers.

Statistical Technique

It was not the intent of the writers to make any generalizations to a broader population; therefore, no inferential statistics were used. Only arithmetical means and percentages were employed.

Hypotheses

In the absence of any attempt to generalize to a broader population and the deletion of any statistical technique designed to test significant differences between variables, no hypotheses were formulated.

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[1]Russell Kropp and Coolie Verner, "An Attitude Scale Technique for Evaluating Meetings," Adult Education, Volume III, No. 4 (Spring, 1957), pp. 212-215.

CHAPTER II

PRESENTATION OF DATA BY ITEM

The purpose of this chapter is to present the results of the responses to the items in the questionnaire and to the Kropp-Verner Scale. It will consist of the following sections:

1. Profile of participants.
2. Physical facilities.
3. Objectives.
4. Program.
5. Strengths.
6. Weaknesses.
7. Overall rating.

Profile of Participants

Relative to the profile of the participants attending the workshops, the following distributions were noted:

		Memphis Per Cent	Jackson Per Cent	Total Per Cent
1. Sex				
Male		29.03	48.84	38.55
Female		70.97	51.16	61.45
	Total	100.00	100.00	100.00
2. Age				
Less than 35		37.63	32.56	35.20
35 and over		62.37	67.44	64.80
	Total	100.00	100.00	100.00

		Memphis Per Cent	Jackson Per Cent	Total Per Cent
3. Race				
White		56.99	56.47	56.74
Non White		43.01	43.53	43.26
	Total	100.00	100.00	100.00
4. Education				
Less than Master's		50.54	77.38	63.28
Master's or more		49.46	22.62	36.72
	Total	100.00	100.00	100.00
5. ABE Experience				
Less than 1 year		31.18	28.24	29.78
1-3 years		22.58	35.29	28.65
More than 3 years		46.24	36.47	41.57
	Total	100.00	100.00	100.00
6. ABE Position				
Supervisor		6.45	11.63	8.94
Teacher		93.55	88.37	91.06
	Total	100.00	100.00	100.00

Physical Facilities

Relative to the physical facilities provided, the following ratings were obtained out of a maximum potential positive score of 5.00.[1]

	Memphis	Jackson	Total
1. Adequate space was provided for large group meetings.	4.64	4.37	4.51

---

[1]These ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

	Memphis	Jackson	Total
2. Adequate space was provided for small group discussions.	4.58	4.35	4.47
3. The meeting facilities were conducive to learning.	4.54	4.16	4.36

Objectives

Relative to the feedback relative to objectives of the workshops, the following ratings were received out of a maximum potential positive score of 5.00.[2]

	Memphis	Jackson	Total
1. The objectives were relevant to the needs of the participants.	4.30	4.21	4.26
2. The objectives were clearly defined to the participants.	3.99	4.09	4.04
3. Adequate time was available for the objectives to be realized.	3.74	3.78	3.76

Program

Relative to the program conducted at the workshops, the following ratings were received out of a maximum potential positive score of 5.00.[3]

	Memphis	Jackson	Total
1. The content was relevant to my needs.	4.07	4.09	4.08

---

[2]These ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

[3]The ratings were based on the same scale as in Footnote 2.

	Memphis	Jackson	Total
2. The program was in line with the stated objectives.	4.08	4.13	4.10
3. The content was such that it answered questions that concerned me relative to my job.	4.04	4.02	4.03

Strengths of Workshops

Memphis

The strengths of the workshop at Memphis, as listed by the participants, were as follows:

1. Mrs. Brotherton's discussion of the teaching of reading skills to adults (21 responses).
2. The organization, timing, planning, and content were superb; it moved like a well-oiled machine (20 responses).
3. The resource persons were extremely competent (10 responses).
4. Sharing of information with other teachers (10 responses).
5. Guidance and counseling session (9 responses).
6. Materials session (9 responses).
7. Mr. Welch's discussion on importance of record keeping (7 responses).
8. Physical facilities were excellent (6 responses).
9. Solved some problems for me (6 responses).
10. Offered many practical suggestions (3 responses).
11. Techniques of instruction; treating all adults as adults.
12. All sessions had something to offer.
13. Individual sessions not too long; enough different sessions to be interesting.

14. Explanations of materials being used.

15. Topics were relevant; group interaction good.

16. Geared to the needs of the teachers.

17. Subject matter was directly related to classroom experiences.

18. Areas selected for discussion were of much interest.

19. It was more specific than any other previous session.

20. Stressed making teaching relevant to ABE students' needs.

21. Discussion of teacher's role in selection and evaluation of teaching materials.

22. Sufficient time allocated to come to grips with problems.

23. Needs of ABE teachers were met.

24. Rotation of groups, time schedule.

25. Informal way the sessions were conducted and topics discussed.

26. Contained a lot of relevant information.

27. Relevant to students' needs.

28. All of it was interesting.

29. Methodologies received.

30. Small group sessions.

Jackson

The strengths of the workshop at Jackson, as listed by the participants, were as follows:

1. Very good consultants with personal experience (16 responses).

2. Mrs. Brotherton's discussion of teaching reading to adults (14 responses).

3. Small group sessions (12 responses).

4. Offered insight into reading problems (10 responses).
5. Discussion on materials, including use of newspaper (10 responses).
6. Well planned and organized (10 responses).
7. Sharing of ideas with other teachers (5 responses).
8. Guidance and counseling (3 responses).
9. It touched on things we needed (3 responses).
10. It was excellent; very helpful (3 responses).
11. Motivated me to do a better job (2 responses).
12. Stressed the positive in working with adults.
13. Answered questions that concerned me relative to my job.
14. Comfortable meeting place.
15. Helped me to become more sensitive to the problems and needs of adults.
16. Received pay for it.
17. Informality of sessions.
18. Inspired confidence in teachers.
19. Identifying the objectives to be realized in ABE.
20. Keeping updated on new issues in the program.
21. Provided an opportunity to learn more about how to recognize adult weaknesses.
22. Enthusiasm of participants.
23. Making each person understand that he or she is a person of value.

Weaknesses of Workshops

Memphis

The weaknesses of the workshop at Memphis, as listed by the participants, were as follows:

1. Lack of time (20 responses).
2. None (18 responses).
3. Too long (4 responses).
4. Sessions on materials and guidance (2 responses).
5. Too general; teachers should just meet with each other.
6. Too little applicable to my situation.
7. Lack of teacher motivation for in-service.
8. Need consultants in the teaching of math, English, science, and social studies as was done in reading.
9. All teaching facilities not conducive to applying new techniques.
10. Too much discussion in some sessions--consultant needed more time to speak.
11. Guidance and counseling.
12. Did not adequately meet my needs.
13. Needed smaller groups.
14. Needed more practicality.
15. Objectives not clearly understood.
16. It did not touch any realistic problems in adult education.
17. No material for new teachers.
18. Lacked specificity in some content areas.
19. Long discussion on topic areas over which we had no jurisdiction.
20. Some speakers did not stay on the subject.

21. More participation among teachers was needed.

22. Not being able to see the movie in the guidance session.

Jackson

1. Lack of time (23 responses).

2. None (16 responses).

3. Small groups too large (3 responses).

4. Guidance and counseling (3 responses).

5. Reading (2 responses).

6. One room too warm (2 responses).

7. Not enough teachers speaking up and telling their own experiences (2 responses).

8. Not enough areas covered.

9. No introduction of each participant.

10. Some subjects were not applicable to all teachers, but I know of no way to remedy this.

11. I did not have a good view of the speaker.

12. There were several tests mentioned that I should use with which I was not familiar.

13. There were no actual teaching materials available.

14. It began too early in the morning for those of us who live outside Jackson.

15. Needed to talk more with other teachers about materials.

16. Objectives not clearly understood.

17. Consultants talked "at the teachers" rather than "with the teachers."

18. Too general.

19. Too much repetition of information between group sessions and general session.

20. Some handouts were hard to read.

21. One consultant was prejudiced against the newspaper man.

Overall Rating

Three measures were taken in an attempt to measure the overall value ascribed to the ABE workshops. The first of these was the participants' reaction to the statement: As a result of the in-service, I feel that I will now be better able to perform my job more satisfactorily. Available responses for their selection were strongly agree, agree, undecided, disagree, and strongly disagree. Out of a maximum possible of 5.00, the value ascribed to this item was 4.09 for Memphis participants and 4.14 for the Jackson participants. The combined total was 4.11.[4]

The second measure taken was the participants' reaction to the statement: My overall rating for the in-service is very high, high, medium, low, very low. Out of a maximum possible score of 5.00, the value ascribed to this item was 4.31 for the Memphis participants and 4.10 for the Jackson participants, with a combined total of 4.21.[5]

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[4]These ratings were based on the following scale:

5=Strongly agree
4=Agree
3=Undecided
2=Disagree
1=Strongly disagree

[5]These ratings were based on the following scale:

5=Very high
4=High
3=Medium
2=Low
1=Very low

The third measure taken was the participants' reaction to the workshops as measured by the Kropp-Verner Scale. The ratings of the participants were analyzed, and the obtained weighted mean, according to values on the Kropp-Verner Scale, was 3.40 for the Memphis participants and 3.57 for the Jackson participants, with a combined rating of 3.49. This placed the overall value of the workshops at approximately item five on the Kropp-Verner Scale, which means that there were fifteen less favorable items below the mean rating but only four more favorable ones above.

CHAPTER III

SUMMARY

As one peruses the various evaluative data presented in this study, it should become evident that the two workshops were very successful. Almost all items received a 4.00 rating or higher.[1] This plus the participants' comments relative to strengths and weaknesses resulted in this conclusion. Possibly, the two major problems that evolved were that of trying to accomplishing too much in too short a time and not making the objectives of the sessions clear to the participants--problems that should be corrected in future planning and implementation of staff development activities.

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[1]This does not include the Kropp-Verner Scale rating which is measured in a reverse manner; i.e., the lower the score, the better the rating. It proved to be reflective of a successful endeavor also.

APPENDICES

APPENDIX A

SUMMARY OF GUIDANCE AND COUNSELING SESSION*

The design of the Guidance and Counseling Institute which was held at Tennessee State University, June 14-25, 1971, was given. It was explained that the task forces formed at the Institute developed six papers, with emphasis on recruitment, placement, retention, guidance and counseling, and follow-up.

The data in the report "Recruitment" indicate that recruitment is most effective when the program is designed to fit the needs of the people. Some techniques and applications for recruiting students are as follows:

1. The procedures for recruiting students must vary to meet the sociological, psychological, and economical factors of a given community.

2. Procedures used for recruiting students are applicable for inner-city, rural, and urban target areas.

3. Mass media of communication is employed to convey to the people an awareness of ABE programs.

4. Recruitment stations in target areas can be most effective in providing people with an opportunity to express their wants and needs.

5. One-on-one recruitment is the most effective procedure for recruiting.

6. Former students who have experienced success in ABE classes make good recruiters.

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*Prepared by Deotha Malone, Supervisor of Adult Education, Sumner County Schools, Gallatin, Tennessee. As other guidance persons were available as resource persons, this may or may not be indicative of the material they explained.

7. Accepted leaders of a given community are effective recruiters of their communities.

8. Recruitment officers are used as a dual service for job referrals.

9. Usage of homes for recruitment and instruction can be most effective in going to the people.

10. A good recruitment team has motivation, perceptiveness, intelligence, and the ability to explain the goals meaningfully to the target population.

11. Surveys of communities will reflect the needs of people as they are stated.

12. Industry is used as a means of in-put in building the curriculum to fit the needs of the employees.

13. Community involvement is a "must" for a successful program in recruitment.

14. Inter-agency cooperations are in position to provide valuable assistance in identifying the needs of the people.

15. The church is an important factor in recruiting people for ABE classes.

16. Establishments of classes in institutions can provide programs for enrollees of the institution.

17. Follow-up is an integral part of a recruitment program.

18. Recruitment teams may consist of teachers, program assistants, community volunteers, former and present students.

Recommendations

Recommendations are as follows:

1. A formulation of recruitment teams and recruitment stations within target areas of potential ABE students.

2. A rechannelling of funds available to ABE programs to recruitment teams based on performance of getting the job done.

3. Make more assurance in providing positive results for promises made while recruiting students.

Retention

After successfully recruiting the students, various methods are used to see that they are correctly placed for best performance. These are extended orientation, teacher made tests, and standardized tests (limited). The students' needs are of foremost importance, and this should be the first consideration of every ABE teacher.

Some reading inventories discussed were Botel, Gilmore and short paragraphs from Addison-Wesley.

The criteria emphasized for evaluating a standardized test were:

Content	Reliability
Validity	Standardization
Directions	Publisher
Scoring	Authors
Norms	Recency

Some widely used tests in the ABE program were listed as ABLE, CTB, WRAT, RFU, GATB, as well as others.

Recent statistics stated that only two per cent of our under-educated people are enrolled in ABE classes; but even worse, more than half of these are lost to the program before the year ends. How can we retain the people? The following points were emphasized:

1. We must deliver the "goods"--curriculum.
2. Facilities should be made easily accessible.
3. Teachers must be committed to the task.
4. Curriculum must meet the needs of the students.

Some approaches emphasized were:

1. The participant and the curriculum---courses should offer experiences which contribute to feelings of adequacy and belonging.

2. The curriculum should provide exploratory avenues through which adults develop their interests and abilities.

3. The curriculum should provide situations in which one can build a good self-concept.

4. The curriculum should provide knowledge for needed educational and vocational planning.

5. The curriculum should provide needed environmental information---what satisfaction can be derived from engaging in certain occupations?

Teacher

A good ABE teacher must:

1. Be aware of dropout symptoms.

2. Be understanding.

3. Exemplify patience and control.

4. Never exhibit dissatisfaction with student's progress or efforts.

5. Encourage the adult to learn at his own rate.

6. Be sincere.

7. Be warm and friendly.

8. Show concern in student's problems.

9. Have the ability to follow as well as lead.

10. Be flexible.

11. Be a facilitator.

12. Be honest and fair.

13. Keep the adult moving--gather information and use it positively.

14. Establish realistic goals.

15. Use students to help when possible.

16. Have people come in to discuss pertinent problems--community agencies.

17. Use audio/visual aids.

18. Have social functions--teach good manners, economical ways of preparing foods, arts, and crafts.

19. Remember that learning should be an involving process.

20. Remember that learning is more easily accomplished when emanating from background of personal experiences.

21. Remember that material and concepts should be meaningful, relevant, useful, interesting, and satisfying.

22. Remember that learning is more firmly established if there are reinforcements, repetition and feedback.

Guidance and Counseling

Services of Guidance Counselors for ABE students are practically non-existent; therefore, teachers must assume the major role of counseling their students. Some goals of guidance and counseling in ABE are:

1. To assist students in planning programs that will enable them to capitalize on their strengths and weaknesses.

2. To provide individual assistance in planning an educational program based on his capacities, interests, and potentials.

3. To aid students in acquiring the competencies and skills that will assist them in seeking solutions to personal and community problems.

4. To provide a setting in which the individual seeking assistance is able to develop sufficient insight and self-understanding so he can make his own decisions.

5. To aid the individual in selecting procedures and making decisions that will lead to the solution of his problem in a personally satisfying and acceptable manner.

There are certain counseling principles which should be remembered. These are as follows:

1. The student is master of his fate.
2. The counselor must respect the integrity of and be willing to work with the student.
3. The inner-feeling and outer-expressions are more important than the facts.
4. An above board policy must govern the counselor-student relationship.
5. Honesty plus frankness must pervade the giving of assurance or reassurance of the student.
6. The extent of professional relationship established between counselor and student determines to a major degree the success of the counseling relationship.
7. The effective counselor must be able to adapt, adopt, and move in the counseling relationship according to the demands of the situation.
8. There is always the possibility of failure; this must be accepted by the counselor.
9. A sense of professionalism and judgment must permeate the counselor's relationship with the student.

Follow-Up

Follow-up may be defined as the continuous process of working with the participant and his changing needs during and after his enrollment in adult basic education classes or learning centers. Through continuing efforts, the professionals help the current and former participants reappraise their needs and provide services to meet those needs. Data obtained from follow-up tools is used to improve existing programs and indicates areas in which new programs should be developed.

Adult basic and continuing education programs which do not integrate follow-up studies into their programs fail to take advantage of available evaluative information. Follow-up techniques yield significant findings which give realistic pictures of the existing programs. Many follow-up techniques encourage participants to identify their current needs. Careful analysis of the data gathered will disclose individual and community needs. Follow-up studies also enable both current and former participants to reappraise their educational and vocational plans, with respect to their needs.

The strengths and weaknesses of the program will be pointed out by the studies. Through an analysis of the weaknesses, the professionals will be able to obtain ideas for constructing better programs that meet the needs of individual participants and their communities.

Practical Approaches

There are many practical approaches to follow-up. Some authorities suggest specific follow-up designs such as the One-Year Method presented in Jane Warter's Techniques of Counseling. This method requested former students to report their change of address and present employment information and asked them to write letters telling about their experiences since leaving ABE classes. They were also asked to indicate their future plans.

It is suggested that the adult basic and continuing education program determine its objectives for follow-up data and then utilize its own unique combination of follow-up techniques to obtain desired

information. Such basic follow-up approaches are explained in the following paragraphs.

Interviews

Interview may be defined as a meeting for gathering information from or about persons for specific evaluative purposes. A wide variety of interviews may be used for obtaining information necessary to have an efficient follow-up program. Most of these methods are based on personal judgments and are subject to errors, biases, and differences in outlook. Many of these interviews are designed to measure only certain kinds of results; therefore, a combination of methods will be required to gain desired information.

Personal visits are necessary in order to better help the students, while they are in ABE classes, as well as after they have withdrawn or met their needs. During these visits, one will need to find out where guidance is needed for each participant, as well as how his home life has improved.

Another avenue open to obtaining data through interviews involves talking with the family of the participant. Information on the present location and occupation of the participant, as well as his new interests and accomplishments, can be uncovered through interviews with family members. Relatives are often able to assist the professionals in the discovery of the participant's unmet needs.

In trying to determine whether the social needs of the participant have been met, a close friend would possibly be able to give leads in the

right direction. This friend could help determine if the ABE student is happy and progressing toward his desired goal.

Efforts are put forth many times in finding if the ABE student has bettered himself, not only socially but in his living conditions. Consultation with his neighbors should aid in understanding his lifestyle.

The co-workers of the ABE student often give a different insight into the desires and abilities of the participant, and the teacher or counselor finds this very helpful in either following up dropouts or guiding the student toward new fields.

In many communities the church is a center of interest, and often the minister can be a tremendous help in defining the needs of a student.

Fellow students in the ABE classes are important sources for locating, encouraging, and helping to keep the interest of the participant. Interviews with the other students often provide the teacher with a new understanding of a particular participant. Such interviews should be done on a one-to-one basis.

Sometimes the adult student has been employed; therefore, in following up the progress of the student, the teacher may have interviews with personnel managers or employers. This procedure is used to find out if the ABE program has helped in his work performance.

The ABE teacher can cooperate with the welfare department and other referral agents in helping the student learn a new trade to upgrade himself. The teacher can also check with welfare agents to see how former students are progressing, providing they have been welfare recipients.

If all other methods have been exhausted in trying to contact an ABE participant, an interview with law enforcement agents in the local community may be made in order to locate him. This is the least desirable of the interview contacts. The teacher is cautioned to treat any information obtained from law enforcement agents as confidential.

Communications

In addition to interview techniques, there are several other follow-up skills which we call communications that are very effective. In this case, communications means the imparting or interchange of thoughts, opinions, or information by speech, writing, etc.

After an ABE student has been absent for a time, a telephone call from either the teacher or another student will indicate to adult learners that ABE is concerned about their needs and welfare. The ABE class could have a telephone committee that would serve for a period of time, perhaps one month or six weeks, to do this task. This would not only help the participant who might be a little irregular in attendance, but also give a sense of responsibility to the ABE student.

Another form of communication is the letter. The ABE class or group in English could have a project of forming newsletters, newspapers, etc., to send to the former participant or to new prospects telling of either new materials or new students in the class. Letters may ask the irregular ones to return.

The use of the questionnaire alone is generally not very effective in follow-up studies of dropouts or students that have left school because

they have attained their present goals. The questionnaire seems most effective when used at the time of withdrawal.

Social Gatherings

In order to better keep in touch with the participants of the ABE class, various types of social gatherings may be held throughout the yearly program. An excellent form is open house of the classroom. During this the ABE student can bring friends and family members so that they can see the "lay-out." This is a good way of sharing the experiences of ABE students. Invitations may be sent to all participants as well as those that have left the program for different reasons. Another social function may be in the form of a party at a home or in the classroom. Personal letters can be sent to ABE students and former participants inviting them to the party and asking them to return an enclosed postal card containing information on guests and food contributions.

The information obtained through different techniques may help to disclose the accuracies and inaccuracies of findings gathered in various ways. Since different techniques supplement, contradict, or confirm one another, one would be well-cautioned not to rely heavily on any particular one.

Utilization

The utilization of follow-up data for the evaluation of the adult basic education program can be very helpful to the classroom teacher, the local administrator, and the State Department of Education.

Follow-up studies for adults are somewhat different from the commonly used follow-up studies for recent graduates. A follow-up study for recent graduates provides information on the kinds of occupational, educational, and training opportunities which former students have found to be desirable and profitable, where follow-up studies for adults must be a continuous effort on the part of the teacher and the local administrator to work with students after they have left class. Follow-up studies are useful in evaluating and appraising the adult basic education program. They are particularly valuable to teachers, local administrators, and to the State Department of Education.

Results of successful follow-up studies can assist the teacher by:

1. Determining whether his program is tailored for the convenience of the learner.
2. Providing a flexible program to involve and meet the needs of all participants.
3. Attempting to meet future as well as present needs.
4. Discovering employment opportunities for students in the local community.
5. Assisting learners that need help in changing from one job, occupation, or training program to another.
6. Helping the student to adjust to preparations for advancement or new work conditions.
7. Obtaining opinions of learners regarding the effectiveness and changes that can be made in the program.
8. Determining the value of various and special projects.
9. Forming a close alliance with agencies and organizations, in terms of meeting the varied interests, needs, desires, and problems of the student.

10. Assisting learners in dealing with causes of dissatisfaction and in solving problems of inadequate skill and training.

The administrator is responsible for developing, staffing, executing, and administering the program in adult education. It is the responsibility of the administrator to see that each local program of instruction is based on the considerations of the basic educational needs and deficiencies of those particular adults enrolled. The program should provide a planned, logical sequence of those basic skills necessary for the individual to overcome his inabilities and deficiencies.

Data collected from well coordinated follow-up studies can assist the local administrator in the following ways:

1. Keeping up with changing situations as community changes occur.

2. Knowing whether the program is growing. Leading authorities feel that an increasing percentage of the adult population should be reached each year.

3. Being aware of whether the program is reaching all segments of the community, including the foreign born, illiterates, dropouts from high school, or others seeking credit or diplomas.

4. Providing information on whether the program is strategically located using public schools, industrial buildings, libraries, and business establishments.

5. Providing for a maximum of adult participation. Program activities may need to be extended into daytime hours, in addition to three, four, or five nights each week.

6. Determining whether a wide range and diversity of program offerings and methods is being provided, including citizenship, academic, social, and recreational activities.

7. Knowing that the program is building community partnerships, in terms of using agencies and organizations to meet the varied needs of the learners.

8. Interpreting the nature of the program to citizens.

9. Disseminating information about new developments in the adult program.

10. Determining future training needs.

Summary

The primary concern of the ABE teachers, administrators, and state education officials is the development of the individual. It is hoped that the influence of ABE will be seen in every aspect of the participant's life. Adult basic and continuing education encourages development in social and vocational, as well as intellectual, areas of the participant's life.

However, individual improvement can occur through the ABE program only if the program meets the needs of the participant. The program should strive to remain aware of the needs of the individual participants and of the community through continuously following up students. Follow-up procedures should begin just after the adult is placed in the program and should continue long after the student has left the ABE class or learning center. This continuous follow-up will serve the individual and the total program. Follow-up techniques will help participants identify current needs. Program improvements can then be initiated to meet the needs of the active and former participants. Program changes should occur regularly to keep up with the changing needs of the participants.

It is hoped that the techniques and their applications presented will serve as a guide for the improvement of guidance facilities in all ABE classes and learning centers. The innovative teacher will use follow-up components designed to obtain the objectives for the particular individuals and the total program.

APPENDIX B

EVALUATION FORM

A. Conditions for learning (complete after working a lesson or two):

1. The material provides an adequate model.

1 2 3 4 5

2. The material provides opportunities for students to make appropriate responses.

1 2 3 4 5

3. The material provides feedback on student responses.

1 2 3 4 5

B. Provision for individual differences:

1. Fewer than 15 lessons per grade level: score 1
2. 15-24 lessons per grade level: score 2
3. 25-34 lessons per grade level: score 4
4. 35 or more lessons per grade level: score 5

C. Attitudes of adults:

1. The material allows the student to work at his own pace.

1 2 3 4 5

2. The lessons provide for immediate success.

1 2 3 4 5

D. Content of material:

1. The material content is on relevant adult topics.

1 2 3 4 5

2. Readability is carefully controlled.

1 2 3 4 5

3.3

E. Cost (price should provide material for an entire class. For purposes of computation, multiply the price of consumable material by three).

List materials and price by total score from the above factors.

Excellent	Good	Adequate
32-40	25-31	20-24

KEY: 1 -- Strongly disagree
2 -- Disagree
3 -- Neither agree nor disagree
4 -- Agree
5 -- Strongly agree

34

SAMPLE INDEX OF SKILLS FOR AN INDIVIDUAL SKILLS KIT

1. Word Meaning
   - A. Antonyms
   - B. Synonyms
   - C. Homonyms
   - D. Multiple Meanings

2. Word Recognition
   - A. Word Sets (patterns)
   - B. Context Clue
   - C. Structural Analysis
     1. Compounds
     2. Contractions
     3. Inflectional Endings
     4. Root Words (in sets)
     5. Suffixes
     6. Prefixes
     7. Syllabication

3. Comprehension
   - A. Main Idea
     1. Sentence
     2. Paragraph
     3. Story
   - B. Noting Details
   - C. Following Directions
   - D. Classifying
   - E. Logical Conclusions
   - F. Inferences
   - G. Judgments
   - H. Sequence of Events
   - I. Comparing and Contrasting
   - J. Predicting Outcomes
   - K. Generalizing
   - L. Critical Reading
     1. Fact vs. Opinion
     2. False Analogy
     3. Card Stacking
     4. Either-or-Fallacy
     5. Glittering Generalities
     6. Name-calling
     7. Red-herring Technique
     8. (Many Others)

4. Study Skills
   - A. Maps and Charts
   - B. Book Parts
   - C. Alphabetizing
   - D. Locating Information
   - E. Outlining
   - F. Skimming
   - G. Dictionary Skills

APPENDIX C

KOTTMEYER DIAGNOSIS*

Child's Name _____

School _____

Grade _____

Checklist

1. Dolch List - Per.cent Correct
   PP _____ P _____ 1st _____ 2nd _____ 3rd _____
2. Number correct of 15 _____. (Content)
3. Letters Missed:
4. Errors (consonant sounds) a.
   b.
   c.
5. Test Words Missed (consonant substitution) (total 8)
6. Vowel Sounds Missed (hearing short vowel sounds)
7. Test Words Missed (long vowel sounds - 6 words)
8. Test Words Missed (vowel digraphs) 8 words
9. Blending Letter Sounds - 21 words - Words Missed
10. Reversals in rapid reading of words - 17 words - Words Missed
11. Prefixes - Words Missed of 11
12. Compound Words - Words Missed of 8
13. Suffixes - Words Missed of 10
14. Syllabication - Words Missed of 8.

COMMENTS

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*The handouts in this section represent handouts requested from Mrs. Brotherton. Much other reading information was covered, both by Mrs. Brotherton and the other resource persons and is not included in this document.

PAPERBACKS

(Note: Under Readability
The number before the decimal indicates the grade. The number after the decimal indicates the semester. Spache and Lorge formulas used)

Published by:

Scholastic Book Service
904 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

TITLES

	Readability
Do You Want to See Something? Merriam	2.1
Lucky Book of Riddles, Moore	2.1
How to Write Codes and Send Secret Messages, Peterson	3.2
Abraham Lincoln, Colvey	3.1
The Adventures of George Washington, Davidson	3.1
Christopher Columbus, McGovern	3.1
If You Grew Up With Abraham Lincoln, McGovern	3.1
If You Lived in Colonial Times, McGovern	3.2
Johnny Appleseed, Moore	3.1
Runaway Slave, McGovern	3.1
The Story of Ben Franklin, Merriam	3.1
The Story of Thomas Alva Edison, Inventor: Wizard of Melo Park, Compere	2.2
A Book of Real Science, Freeman	2.2
Dinosaurs and More Dinosaurs, Craig	3.1
Dolphins! Compere	3.1
How Animals Sleep, Selsam	3.2
How to be a Native Detective, Selsam	3.1
Let's Find Out About the Moon, Shipp	3.1
Magnets and How to Use Them, Pine and Levine	3.1
Prove It! Wyler & Ames	2.1
The Real Magnet Book, Freeman	3.1
What is a Frog, Darby	2.2
Arrow Book of Brain Teasers, Garner	4
Arrow Book of Crossword Puzzles, Gardner	4
How to Care for Your Dog, Bethel	4
Alligators and Crocodiles, Zim	4
Arrow Book of Science Facts, Eling	4
The Great Whales, Zim	4
Secrets of the Animal World, O'Donnell	4
Benjamin Franklin, Meadowcroft	4
The Story of Helen Keller, Hicks	4

(Paperbacks cont'd)

	Readability
Riding the Pony Express, Bulla	3
Secret in the Barrel, Fisher	4
Secret Valley, Bulla	3
The Sword in the Tree, Bulla	4
White Sails to China, Bulla	3
Arrow Book of Nurses, Elting	4
Andy and the Lion, Daugherty (Androcles and the Lion)	3.2
Arrow Book of Famous Stories, Baldwin	4
Paul Bunyan Swings His Ax, McCormick	5
Eddie's Pay Dirt, Haywood	3
Lonesome Bear, Kinney	4
Trouble After School, Beim	5
Break for the Basket, Christopher	5
Hillbilly Pitcher, C. & O. Jackson	5
The Forgotten Door, Key	5
The Lost Race of Mars, Silverberg	5
Revolt on Alpha C, Silverberg	5
Runaway Robot, Rey	5
Secret Under the Sea, Dickson	5
The Wonderful Flight to the Mushroom Planet, Cameron	4
Radar Commandos: Story of World War II, Glemser	5

(Note: The following are suggested by the publishers as 5th or 6th grade reading difficulty and are of interest to reluctant older readers)

Bantam Books
350 Lexington Avenue
New York, New York 10016

Crash Clue
A Night to Remember
Hot Rod
Road Rocket
Street Rod
Day of Infamy
I Was a Teenage Dwarf

Berkley Medallion Books
15 E. 26th Street
New York, New York 10010

The Day of the Drag Race
Gus Wilson's Model Garage
Drag Strip
Speedway Challenge

(Paperbacks cont'd)

Korea's Heroes
Ghosts and Things
Great Sports Stories
Spy Catcher

Dell Publishing Company
750 Third Avenue
New York, New York 10017

The Case of the Aluminum Crutch
The Tracy Twins South of the Border
Robin West: Nurse's Aide
The Secret of the Dark Stranger
New Girl at Merryweather
The Secret of the Spanish Music Box
The Gilead Bomb
The Anytime Rings

TEMPO BOOKS

Grosset & Dunlap, Incorporated
51 Madison Avenue
New York, New York 10010

Green Island Mystery
Story of Helen Keller
Lassie Come Home
Sleep in Thunder
The Red Car
Winning Pitcher
"Keeper" Play
Overtime Upset
This Thing Called Love
Screwball
Wild Wheels
Black Treasure
Roosevelt Grady
Off the Beam
The Bamboo Key
Secret of the Martian Moons
Secret Mission to Alaska
Get Smart

Betts, Emmett. Foundations of Reading Instruction, American Book Company, New York

LEVELS OF READING

I. Basal Level (Free Reading Level)
   A. Definition: The highest level at which an individual can read and satisfy all the criteria for desirable reading behavior in silent-and-oral-reading situations.

   B. Criteria for evaluating performance at basal level
      1. a minimum comprehension score of at least 90 per cent based on both factual and inferential type questions
      2. freedom from tensions--such as frowning, twisting, shuffling
      3. freedom from finger pointing
      4. acceptable reading posture; e.g., the book not too close or too far
      5. oral reading (at sight) and (following silent reading) characterized by:
         a. rhythm (proper phrasing)
         b. accurate interpretation of punctuation
         c. accurate pronunciation of 99 per cent of the words
         d. use of conversational tone (good, natural pitch)
      6. silent reading performance characterized by:
         a. rate faster than that of oral reading
         b. absence of vocalization

II. Instructional Level (Teacher-Directed Reading Level)
   A. Definition: The stage at which the learner is challenged but can succeed satisfactorily.

   B. Criteria for evaluation performance at instructional level
      1. a score at least 75 per cent at inferential and factural questions
      2. accurate pronunciation of 95 per cent of the running words
      3. ability to anticipate meaning
      4. freedom from tension in the reading situation
      5. freedom from finger pointing
      6. freedom from head movement
      7. acceptable reading posture
      8. silent reading to locate specific information characterized by:
         a. higher rate of comprehension than in oral reading
         b. ability to use sight word techniques from new words
         c. ability to identify mechanical or comprehension difficulties requiring outside assistance.
      9. oral performance following silent reading characterized by:
         a. rhythm
         b. use of conversational tone
         c. accurate interpretation of punctuation
         d. reasonably wide eye-voice span

III. Frustration Level (No work should be done at this level)
  A. Definition: Lowest level of readability at which the pupil is unable to comprehend symbols to a reasonable degree.

  B. Criteria for estimating frustration level
    1. comprehension score of less than 50 on factual and inferential questions
    2. inability to pronounce 10 per cent or more of the running words
    3. inability to anticipate meaning
    4. unfamiliarity with facts discussed in the material
    5. frequent or continuous finger pointing
    6. distracting tension, such as blinking, squirming, poor breath control
    7. withdrawal from reading situation
      a. unwillingness to attempt reading
      b. refusal to attempt reading
      c. crying
    8. easily distracted attention
    9. silent reading characterized by:
      a. a very low rate
      b. inability to use context clues to pronunciation
      c. excessive lip movement
      d. whispering
    10. oral reading characterized by:
      a. lack of rhythm, word-by-word reading
      b. failure to interpret punctuation
      c. high pitched voice
      d. irregular breathing
      e. increased tendency to stutter
      f. meaningless word substitution
      g. repetition of words
      h. insertion of words
      i. partial or complete word reversals
      j. omission of words
      k. little eye-voice span

IV. Capacity Level
  A. Definition: Highest level of readability of material which the learner can comprehend when the material is read to him.

  B. Criteria for estimating capacity level:
    1. minimum comprehension score of at least 75 per cent based on factual and inferential questions
    2. accurate pronunciation of words comprising the general and specific vocabulary
    3. precise use of words in describing facts or experience
    4. ability to supply from experience additional pertinent information on the problem under consideration
    5. ability to use oral language on a level comparable to that used in the reading matter

A READABILITY FORMULA THAT SAVES TIME

By Edward Fry

The Readability Graph presented in this article is aimed at the United States educational scene. The grade level designations are for America; the simplicity is a need that Mr. Fry felt. . . . . .

Directions for using the Readability Graph:

1. Select three one-hundred-word passages from near the beginning, middle and end of the book. Skip all proper nouns.

2. Count the total number of sentences in each hundred-word passage (estimating to nearest tenth of a sentence.) Average these three numbers.

3. Count the total number of syllables in each hundred-word sample. There is a syllable for each vowel sound; for example: cat (1), blackbird (2), continental (4). Don't be fooled by word size; for example: polio (3), through (1). Endings such as y, ed, el, or le usually make a syllable; for example: ready (2), bottle (2). It is convenient to count every syllable over one in each word and add 100. Average the total number of syllables for the three samples.

4. Plot on the graph the average number of sentences per hundred words and the average number of syllables per hundred words. Most plot points fall near the heavy curved line. Perpendicular lines mark off approximate grade level areas.

EXAMPLE

	Sentences per 100 words	Syllables per 100 words
100-word sample page 5	9.1	122
100-word sample page 89	8.5	144
100-word sample page 160	7.0	129
	3)24.6	3)391
	8.2	130

Plotting these averages on the graph we find they fall in the 5th grade area; hence the book is about 5th grade difficulty level. If great variability is encountered either in sentence length or in the syllable count for the three selections, then randomly select several more passages and average them in before plotting.

HOW ACCURATE IS THE SCORE?

If you want a non-technical answer, it is "probably within a grade level."

The problem of validity is difficult. First of all, there are no rigorous standards of just what is 4th grade difficulty as opposed to 5th grade difficulty. There seems to be some loose sort of agreement between publishers and educators which is based on experience and perhaps a little on test data as to what grade level designations mean. However, even standardized test data are not exact. Anybody who has used an old reading test, say the 1957 California Reading Test, on his class, then used the 1965 Stanford Reading Test on exactly the same class at nearly the same time, can tell you that the class mean reading score expressed in grade level is quite different. In general, newer tests are more difficult or, in other words, a 9th grade student today reads better than a 9th grade student in former years.

The Dale-Chall is partly validated on teacher and librarian judgments of material difficulty and partly by correlation with other formulas.

Hence the problem of validity is complicated by trying to determine grade level when grade level won't stand still and when subjective "judgments" are about as good a standard as can be found. There is a partial way out this validity dilemma, however, and that is by using relative ranking. For example, you see if a formula ranks a given group of books in the same order as do other formulas.

You can also determine reading difficulty of the books by looking at the mean comprehension scores of a class who has read the books. In using comprehension scores you run into the problem of equal difficulty of comprehension tests, (is the test for Book A easier than the test for Book B?) but with all its faults, comprehension tests give us a somewhat more objective method of ranking the difficulty of books than just "subjective teacher judgment." The comprehension test method also gives us a completely different method than simply comparing Formula 1 with Formula 2.

Grade levels so designated were determined by simply plotting lots of books which publishers said were 3rd grade readers, 5th grade readers, etc. clusters were looked for the curve smoothed. After some use and correlational studies the grade level areas were adjusted. The grade level areas didn't come out too even, but that is part of the trouble with working with real data. The fact that there is much less graph space for grades 4 and 5 than for grades 6 and 7 is interesting. It may be an inaccuracy in Fry's data or it may mean that 4th and 5th grade materials don't change in difficulty as much as 6th and 7th grade materials and/or students' reading abilities. In any event, other formulas as Dale-Chall and SRA don't attempt to differentiate between just one grade. (Dale-Chall gives two grade designations such as 5-6 or 7-8 and SRA gives even broader designations.)

FLESCH'S READABILITY FORMULA*

I. Major steps in this technique:

1. Select one to three representative paragraphs in the book.
2. Count up to 100 words.
3. Find the average length of each sentence.
4. Find the number of syllables per 100 words.

II. Formula:

Multiply the average sentence length by 1.01 _____

Multiply the number of syllables per 100 words by .846 _____

Subtract the sum from 206.835

_____

_____

Readability Score

III. Grade Equivalents:

90 - 100	4th Grade
80 - 90	5th Grade
70 - 80	6th Grade
60 - 70	7th Grade or 8th Grade
50 - 60	Some High School
30 - 50	High School or College
0 - 30	College

IV. Other Interpretations:

90 - 100	Very Easy	123 Syl. per 100	8 words avg. sen.
80 - 90	Easy	131 " " "	11 " " "
70 - 80	Fairly Easy	139 " " "	14 " " "
60 - 70	Standard	147 " " "	17 " " "
50 - 60	Fairly Diff.	155 " " "	21 " " "
30 - 50	Difficult	167 " " "	25 " " "
0 - 30	Very Diff.	192 " " "	29 " " "

*Rudolph Flesch, How to Measure Readability, Harper.

REWRITING MATERIAL TO LOWER READABILITY LEVEL

In rewriting the teacher must constantly consider vocabulary load, sentence construction, and the length of paragraphs. Some specific suggestions follow:

1. Use as many basic words as possible. It is helpful to have and use a list as Dale's 3,000 Familiar Words. For children with primary reading level ability other lists would have to be considered, as the Dale list contains words that are known in reading by about 80% of children in the fourth grade.

2. Make sentences as short as possible. Example follows:

   At the surface, the earth is covered by a very thin crust of comparatively lightweight rocks like granite and basalt. This crust is between twenty and forty miles thick under the continents, but only three to ten miles thick under the oceans. Below the crust is eight hundred miles thick mantle or intermediate zone, consisting of rocks much heavier than those in the crust and probably containing much iron. This brings us nearly halfway to the earth's center. Next comes the dense outer core, nearly fourteen hundred miles thick, believed to be molten or liquid state, and from 9.5 to 12 times as heavy as water. (ave. sentence length 23.4 words)

Rewritten:

   If we could go down into our earth, we would find that our earth has four parts. The part of the earth we live on is called the crust. It is about 3 to 40 miles thick. Most of the crust is made of rocks called granite and basalt. Most of our land rocks are granite. Rocks under the ocean are basalt. Below the crust is a layer of heavy rocks. This part is about 1,000 miles thick. It is called the mantle. The mantle is made of heavier rocks. We think these rocks have a lot of iron in them. (ave. sentence length 9.2 words.)

Sentence length and grade level:
Average

	Grade Level of Basal Reader					
average sentence length	2^1	2^2	3^1	3^2	4	5
	8.7	9	10	11	12	14.9

3. Try to start each sentence with the subject. Simple sentences with subject verb order are easier to read than are compound and complex sentences.

4. It is best to introduce only one new word in each sentence--of course, some sentences should contain no new words.

5. Whenever possible use picture clues. The words are the verbal context and the pictures are the nonverbal context.

6. Be sure that every pronoun has an antecedent easily discovered. Might be difficult for some:

   Millions of workers dragged stone blocks for the outside walls and packed basket after basket of earth between <u>them</u>.

   Easier:

   Millions of workers dragged stone blocks for the outside walls and packed basket after basket of earth between the blocks.

7. Stay at the level of oral language development--avoid the figurative and symbolic.

   Might confuse: The herd thundered across the prairie.

   Easier: The herd galloped so hard that the hoofs striking the ground made a noise like thunder.

8. Watch the difficulty level of concepts.

9. Use as few polysyllabic words as possible.

	Grade Level of Basal Reader					
	2^1	2^2	3^1	3^2	4	5
No. of syllables per 100 words	116	121	125	128	130	133

Most of this from: Gilbert Schiffman article, "Mature Content for Immature Skills" in <u>The Disabled Reader</u>, Money (ed.)

The 220 most frequent words in the Kucera-Francis corpus

the	its	state	Mrs.
of	about	good	thought
and	into	very	went
to	than	make	say
a	them	would	part
in	can	still	once
that	only	own	general
is	other	see	high
was	new	men	upon
he	some	work	school
for	could	long	every
it	time	get	don't
with	these	here	does
as	two	between	got
his	may	both	united
on	then	life	left
be	do	being	number
at	first	under	course
by	any	never	war
I	my	day	until
this	now	same	always
had	such	another	away
not	like	know	something
are	our	while	fact
but	over	last	though
from	man	might	water
or	me	us	less
have	even	great	public
an	most	old	put
they	made	year	thing
which	after	off	almost
one	also	come	hand
you	did	since	enough
were	many	against	far
her	before	go	took
all	must	came	head
she	through	right	yet
would	years	take	system
their	where	three	better
we	much	states	set
him	your	himself	told
been	may	few	nothing
has	well	house	night
when	down	use	and
who	should	during	why
will	because	without	called

more	each	again	didn't
no	just	place	eyes
if	those	American	find
out	people	around	going
so	Mr.	however	look
said	how	home	asked
what	too	small	later
up	little	found	knew

CHECKLIST OF INSTRUCTIONAL NEEDS

Intermediate Grade Reading Level

Needs help in:

1. Listening comprehension and speech
   - _____ Understanding of material heard
   - _____ Speech and oral expression

2. Word analysis abilities and spelling
   - _____ Visual analysis of words
   - _____ Auditory analysis of words
   - _____ Solving words by sounding syllables
   - _____ Sounding syllables, word parts
   - _____ Meaning from context
   - _____ Attack on unfamiliar words
   - _____ Spelling ability
   - _____ Accurate copy, speed of writing
   - _____ Dictionary skills: location, pronunciation, meaning

3. Oral reading abilities
   - _____ Oral reading practice
   - _____ Comprehension in oral reading
   - _____ Phrasing (eye-voice span)
   - _____ Expression in reading, speech skills
   - _____ Speed of oral reading
   - _____ Security in oral reading
   - _____ Word and phrase meaning

4. Silent reading and recall
   - _____ Level of silent reading
   - _____ Comprehension in silent reading
   - _____ Unaided oral recall
   - _____ Unaided written recall
   - _____ Recall on questions
   - _____ Attention and persistence
   - _____ Word and phrase meaning difficulties
   - _____ Sentence complexity difficulties
   - _____ Imagery in silent reading

5. Speeded reading abilities
   - _____ Speed of reading (eye movement)
   - _____ Speed of work in content subjects
   - _____ Skimming and locating information

6. Study abilities
   - _____ Reading details, directions, arithmetic
   - _____ Organization and subordination of ideas
   - _____ Elaborative thinking in reading
   - _____ Critical reading
   - _____ Use of table of contents, references

7. Reading interest and effort
   - _____ Voluntary reading
   - _____ Variety of reading
   - _____ Self-directed work

HR-IV

SCHOOL_____ GRADE_____ TEACHER_____

WRITE THE NAME OF YOUR READER_____

Put the best word in each blank.

The balloon floated a _____ above the ground. In _____ basket hanging below it _____ John Wise, the owner of the _____, and his passenger, a _____ businessman. The two men _____ on talking as the _____ continued to rise.

"So _____ see, Mr. Gager, we can change _____ direction in which we _____ traveling by letting out _____ gas. In this way _____ can control our height _____ we hit a stream _____ air that is flowing _____ way we wish to _____." As he spoke, Wise showed _____ this could be done. _____ balloon changed its course.

"_____ you mean to say," Mr. Gager _____, "that the air is _____ of currents going in _____ directions?"

"Yes, if we _____ below a certain height," Mr. Wise _____. "However, I have discovered _____ if the balloon sails _____ 12,000 feet, it will always _____ to the east. At _____ level there is a _____ river of air. It _____ from the west to _____ east. Always!"

John Wise grew excited _____ he always did when _____ thought about the river _____ air. It had given _____ a wonderful idea, but _____ make it work he _____ the help of Oliver Gager.

It _____ Wise's hope that huge balloons _____ be built that would _____ able to carry people _____ freight across the country _____ even over the ocean _____ Europe, by riding the river _____ air. Then the balloons _____ be shipped back to _____ starting point. This hope _____ led to his idea _____ form a Trans-Atlantic Balloon Company. If all _____ well, perhaps Mr. Gager would agree _____ provide part of the money needed for such a venture.

From the story, "Pioneer Aeronaut," in Trade Winds, The Harper and Row Basic Reading Program, Harper and Row Publishers, 1966, pp. 377-379.

Kottmeyer, William. TEACHER'S GUIDE FOR REMEDIAL READING
St. Louis, Missouri, Webster Publishing Company, 1959.

DIAGNOSIS:
DISABILITY ANALYSIS

1. How much sight vocabulary has he?

   Number read at sight: _____

   A quick and fairly accurate measure of sight vocabulary can be made by using The Basic Sight Word Test devised by Dolch. This test is a single sheet listing the 220 words, excluding nouns, which occur most commonly in all reading materials. Since the words are not in context, the list is a good measure of the sight vocabulary the pupil has really retained. As the pupil reads the words from one sheet, the examiner notes the errors and omissions on another sheet. Average third-grade pupils should be able to read the words without a great deal of difficulty.

   Dolch, The Basic Sight Word Test, Champaign, Ill., Garrad Press, 1942.

2. Does he try to use context clues?

   The examiner can note whether the pupil makes use of context while he is reading the oral test paragraphs. If there is some doubt, a short paragraph like this can be used:

   "This story has some words missing. Try to read the story by guessing the missing words."

   "Dick," _____ Mother, "will you go to the store for me?"
   "Surely, _____," said _____. "What shall I get?"
   "I need a _____ of butter, a loaf of _____, and a _____ of eggs," said _____. "Hurry!" _____ ran to the _____ and was soon back.
   "That's a good _____," said _____. "Thank _____ very much."
   "You're welcome, Mother," said _____, and he ran off to _____ ball with his _____.

3. Does he know the names of the letters?

This material can be used to test the pupil's knowledge of the letter names. Draw a circle around the misses; write the errors the pupil made.

"Read these letters."

B	A	I	S	C	D	F	E	P	T	M	L	R
Z	J	U	H	G	W	X	Q	K	V	Y	N	O
r	o	n	l	m	y	t	v	k	p	z	i	a
j	u	s	h	b	c	g	w	d	f	x	q	e

4. Does he know the consonant sounds?

Knowledge of consonant sounds can be tested with the following material. Draw a circle around the misses: write the errors the pupil made.

a. "Letters have sounds. Can you sound these letters?"

r n l m v z s f

b. "Show me how you would hold your mouth to say a word which starts with each of these letters."

y t k p j h b c g w d

c. "When these letters are together, what sound do they make?"

sh ch th wh ng

In group "a" the consonant sounds can be uttered without the "uh" vowel sound, although many pupils will respond "-un, n-uh," etc. Group "b" cannot be sounded without "uh" or another vowel ending, so the pupil is asked to show how he "holds his mouth" to start the sound. If the pupil is aware of letter sounds, he typically responds "y-uh, t-uh," etc. The examiner should note whether the "uh" is habitually appended to the consonant. Doing so will indicate that the pupil has been exposed to incorrect phonetic training. One of the early teaching jobs will then be the elimination of the habit.

The sh, ch, th, and wh are single consonant sounds, although the wh sounds almost like a combination of the h sound followed by the w sound. The ng is difficult to utter without a vowel before it.

Other consonant combinations, often called consonant blends like st, tr, gl, etc., are not listed because they are not single consonant sounds and should not be taught as a combined consonant force. Teaching these consonant combinations violates the simplicity of single-letter phonics.

5. Can he substitute beginning consonant sounds?

Ask the child to read the sight words first. Tell him the words if he does not know them. Cover the sight words and ask him to read the test words without help.

Sight words: man sent star might at hen blue kite

Test words: ban pent mar light gat fen clue rite

A pupil may have had some training in using the beginning consonant substitute technique. The examiner should try to discover whether the pupil tries to use it, for if single-letter phonics is used in the remedial teaching, the pupil should understand clearly that he is to change his attack. Otherwise he may become quite confused.

The sight words are easy vocabulary and the child has seen them often in context. The test words, it is assumed, will not be recognized by retarded readers, but can be deciphered if the pupil has mastered consonant substitution.

6. Can he hear the short vowel sounds in words?

"I am going to say some words. Listen and tell me which vowel sound you hear in each word."

Test words: bread (short e) bunk (short u) snap (short a)
split (short i) block (short o)

If the pupil does not understand the question, he probably has had ineffectual or no teaching of vowel sounds. If he responds by giving the name of the vowel, explain that he is to give the vowel sound he hears. Complete unfamiliarity will indicate that some preliminary training in auditory acuity will have to be done before the vowel sounds are taught.

7. Can he tell when vowel sounds are long in words?

"Try to read these words as well as you can, even if you never saw them before."

Test words: teal vie shoal trite gate dune

If the pupil has had some instruction in word perception, he should have learned that the two common long-vowel word patterns are the two consecutive vowels and the vowel-consonant-final e. If he is aware of these principles, he should be able to call off the test words even though he does not know the meanings.

8. Does he know the common vowel digraphs?

"Here are some words you probably won't know. Try to read them as well as you can."

Test words: nook awl coy flout stray maul foil jowl

The vowel sounds commonly spelled oo, aw or au, oy or oi, ou, ow, ay (ā) occur often in easy reading material and the pupil must learn to recognize these spellings. If he does, he will be able to call off the test words.

9. Can he blend letter sounds to form words?

"Here are some nonsense words. They really are not words at all, but I'd like to see if you can read them."

Test words:	fis	lote	gud	keat	him	sut	jav
	tope	sive	muts	bame	grue	nibs	pud
	nobe	beed	nel	bute	kim	sult	faim

If a pupil knows the consonant and vowel sounds, as well as the two common long-vowel patterns, and can blend sounds, he will be able to read the nonsense words listed here. The nonsense syllables are used to preclude the possibility of the pupil's recognizing the words by configuration.

10. Does he make reversals?

"Read these words as fast as you can--hurry!"

Test words:	pal	even	no	saw	raw	ten	tar	won	pot
	rats	keep	nap	tops	read	meat	lap	never	

A pupil who retains the early tendency of some children to reverse words, was for saw, on for no, etc., will usually slip if he reads the test words rapidly.

11. Does he see the common prefixes as units?

"Here are some more nonsense words. Read them as well as you can."

Test words:	repan	conjump	inwell	delike	display	combent
	ungate	excry	proread	prehead	enstand	

One of the basic structural analysis skills is the ability to see common prefixes like re, con, in, de, dis, com, un, ex, pro, pre, and en as visual units in words.

12. Does he see compound words as units?

"Read these nonsense words as well as you can."

Test words:	nightband	dinnerplayer	basketmeet	broomfeather
	paperjumper	eatmobile	spaderoom	carthouse

Compound words occur frequently in easy reading material, and a pupil should be able to recognize the parts of such a word. Nonsense words are used here to be sure the pupil does not recognize compounds by the total word pattern.

13. Does he see the common suffixes as units?

"Read these nonsense words as well as you can."

Test words:	balling	booker	floorest	daytion	skinance
	meatness	chairly	waterful	burnant	truckous

As with prefixes, the pupil who has learned to see the common suffixes as visual units should be able to call off the test words without difficulty.

14. Can he divide long words into parts?

"Divide these words into parts by marking the parts (i.e., drawing lines between syllables.) Read the words after you have marked the parts."

Test words:	bombardment	combination	refreshment	establishment
	revolver	entertain	calculate	cucumber

In addition to recognizing compound word parts, prefixes, and suffixes as visual units, the pupil should be able to divide long words into syllables. This shill can probably be noted better during the oral reading test than in the manner here suggested.

DOLCH 220

PP	PP
a	look
and	make
away	me
big	my
blue	not
can	one
come	play
down	red
find	run
for	said
funny	see
go	the
help	three
here	to
I	two
in	up
is	we
it	where
into	yellow
little	you

GRADE LEVELED

P	P
all	out
am	please
are	pretty
at	ran
ate	ride
be	saw
block	say
brown	she
but	so
came	soon
did	that
do	there
eat	they
four	this
get	too
good	under
have	want
he	was
into	well
like	went
must	what
new	white
no	who
now	will
on	with
our	yes

1	1
after	had
again	has
an	his
away	how
as	jump
ask	just
by	know
could	let
every	live
fly	may
from	of
give	old
going	once

2	2
always	first
around	five
because	found
been	gave
before	goes
best	green
both	its
buy	made
call	many
cold	off
does	or
don't	pull
fast	read

1	1	2	2
open	them	right	use
our	then	sing	very
put	think	sit	wash
round	walk	sleep	which
some	warm	tell	why
stop	were	their	wish
take	when	these	work
thank		those	would
		upon	write
		us	your

3	3
about	kind
better	laugh
bring	light
carry	long
clean	much
cut	myself
done	never
draw	only
drink	own
eight	pick
fall	seven
far	shall
full	show
got	six
grow	small
hold	start
hot	ten
hurt	today
if	together
keep	try

Word Recognition List

Daniels - A
PP-4, pp. 1-6

Edwards
5 & 6, pp. 7, 8

Name _____ Date _____

PP - Stimulus -A	Flash	Untimed
1. little	_____	_____
2. Mother	_____	_____
3. See	_____	_____
4. it	_____	_____
5. something	_____	_____
6. to	_____	_____
7. We	_____	_____
8. down	_____	_____
9. Big	_____	_____
10. not	_____	_____
11. Here	_____	_____
12. with	_____	_____
13. Little	_____	_____
14. Is	_____	_____
15. Come	_____	_____
16. It	_____	_____
17. Look	_____	_____
18. The	_____	_____
19. I	_____	_____
20. can	_____	_____

Daniels Word Recognition List

P- Stimulus -A	Flash	Untimed
1. likes	_____	_____
2. blue	_____	_____
3. saw	_____	_____
4. three	_____	_____
5. she	_____	_____
6. In	_____	_____
7. wants	_____	_____
8. what	_____	_____
9. Where	_____	_____
10. at	_____	_____
11. ride	_____	_____
12. dog	_____	_____
13. into	_____	_____
14. good	_____	_____
15. there	_____	_____
16. Out	_____	_____
17. we	_____	_____
18. have	_____	_____
19. do	_____	_____
20. ran	_____	_____
21. ducks	_____	_____
22. eat	_____	_____
23. Two	_____	_____
24. was	_____	_____
25. your	_____	_____

Daniels Word Recognition List

I - Stimulus - A	Flash	Untimed
1. stop		
2. looks		
3. long		
4. us		
5. new		
6. Take		
7. stay		
8. them		
9. know		
10. His		
11. green		
12. black		
13. fast		
14. who		
15. That		
16. he		
17. looked		
18. so		
19. him		
20. Let		
21. surprise		
22. too		
23. just		
24. as		
25. Something		

Daniels Word Recognition List

II - Stimulus - A	Flash	Untimed
1. Jack	_____	_____
2. woods	_____	_____
3. told	_____	_____
4. glad	_____	_____
5. eating	_____	_____
6. tired	_____	_____
7. started	_____	_____
8. surprised	_____	_____
9. would	_____	_____
10. gray	_____	_____
11. dark	_____	_____
12. kinds	_____	_____
13. been	_____	_____
14. its	_____	_____
15. everything	_____	_____
16. apple	_____	_____
17. never	_____	_____
18. once	_____	_____
19. hill	_____	_____
20. shall	_____	_____
21. keep	_____	_____
22. hour	_____	_____
23. hide	_____	_____
24. Please	_____	_____
25. climb	_____	_____

Daniels Word Recognition List

III - Stimulus - A	Flash	Untimed
1. finest	_____	_____
2. falling	_____	_____
3. chased	_____	_____
4. Which	_____	_____
5. love	_____	_____
6. stronger	_____	_____
7. third	_____	_____
8. hundreds	_____	_____
9. wished	_____	_____
10. hunted	_____	_____
11. tie	_____	_____
12. clothes	_____	_____
13. Saturday	_____	_____
14. Billy	_____	_____
15. hiding	_____	_____
16. stones	_____	_____
17. quick	_____	_____
18. branch	_____	_____
19. lovely	_____	_____
20. picture	_____	_____
21. bowed	_____	_____
22. ring	_____	_____
23. dig	_____	_____
24. owned	_____	_____
25. supper	_____	_____

Daniels Word Recognition List

IV - Stimulus - A	Flash	Untimed
1. dozen	_____	_____
2. whirled	_____	_____
3. China	_____	_____
4. States	_____	_____
5. bottle	_____	_____
6. exclaimed	_____	_____
7. reason	_____	_____
8. market	_____	_____
9. needles	_____	_____
10. scrambled	_____	_____
11. meant	_____	_____
12. trousers	_____	_____
13. scolding	_____	_____
14. raised	_____	_____
15. furry	_____	_____
16. lonesome	_____	_____
17. sunshine	_____	_____
18. delight	_____	_____
19. ashamed	_____	_____
20. dreadful	_____	_____
21. breaking	_____	_____
22. valley	_____	_____
23. highway	_____	_____
24. porch	_____	_____
25. carefully	_____	_____

Word Recognition List

V - Stimulus - CRS*	Flash	Untimed
1. accomplish	_____	_____
2. barrel	_____	_____
3. butternut	_____	_____
4. committee	_____	_____
5. cylinder	_____	_____
6. doily	_____	_____
7. exclaim	_____	_____
8. furrow	_____	_____
9. gurgle	_____	_____
10. injure	_____	_____
11. lime	_____	_____
12. molasses	_____	_____
13. oath	_____	_____
14. physical	_____	_____
15. provoke	_____	_____
16. roost	_____	_____
17. snuggle	_____	_____
18. terror	_____	_____
19. twine	_____	_____
20. waft	_____	_____

VI - Stimulus - CRS*	Flash	Untimed
1. abandon		
2. bandanna		
3. casual		
4. cooperation		
5. divert		
6. extensive		
7. girder		
8. herring		
9. irate		
10. lattice		
11. memorial		
12. novel		
13. partial		
14. portable		
15. recipe		
16. scribe		
17. spoil		
18. tango		
19. unwise		
20. wallop		

*V, VI from samples of Durrell-Sullivan Reading Vocabularies by T. J. Edwards.

INFORMAL READING INVENTORY

STUDENT'S RECORD

Name_____ Grade_____ Age_____ Date_____

ORAL READING CHECK

Reading Levels	WR	% Comprehension	Recommendations
Level A	S P	_____	
Level B	S P	_____	
Level C	S P	_____	
Level D	S P	_____	
Level E	S P	_____	
Level F	S P	_____	
Level G	S P	_____	

Suggested Level of Instruction

_____

VOCABULARY CHECK

Words Missed

		Dolch 220				Ginn Basal	
Pre-Primer	Primer	1st	2nd	3rd	4th	5th	6th

VOCABULARY LIST

GINN 100 BASAL SERIES

Fourth Grade	Fifth Grade	Sixth Grade
moment	worst	drenched
beside	movement	sprawling
steady	flung	typical
second	directly	clung
gallop	although	enclosed
excitement	correct	actual
charge	neither	experience
already	completely	approvingly
often	thrilled	boulders
enjoy	mysterious	munch
able	pretend	furiously
trouble	pride	halted
forward	eleven	practical
reason	shaken	gradually
hidden	model	immense
possibly	event	delicate
favorite	bothered	importance
exclaimed	crank	constantly
huge	invention	discussion
least	treatment	occurs

THE NEW FRIEND

Little Lamb wanted to play with the children.

But the children wanted to play games.

Little Lamb didn't like games.

So he ran away.

Little Lamb ran to the barn.

He wanted to play with Happy.

But Happy had work to do.

He had to go and find the cows.

Little Lamb wanted to play with Big Black.

But the funny big horse didn't want to play.

He didn't want to eat.

Little Lamb saw a rabbit.

He ran to play with the rabbit.

But the rabbit ran away.

Little Lamb saw a duck.

He ran to play with the duck.

But the duck ran into the barn.[1]

Level A (primer)

1. Why didn't Little Lamb want to play with the children?
2. Why couldn't Happy play with the Little Lamb?
3. What kind of animal do you think Happy is?
4. What did Big Black want to do?
5. Why do you think the rabbit ran away?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Ignores punctuation
_____Hispronunciations
_____Repetitions
_____Omissions
_____Insertions
_____Hesitations
_____Tense
_____Poor expression

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[1]William D. Shelton, Queenie B. Mills, and others, Our School (Boston: Allyn and Bacon, Inc., 1960), pp. 148-50.

AUNT RABBIT'S BIRTHDAY PARTY

Aunt Rabbit was very happy.

"Tomorrow is my birthday," she said.

"All of my friends are coming to wish me a happy birthday."

Then Aunt Rabbit went out into her little yard.

"Oh, my," she said.

"This grass is much too long. I must cut it before tomorrow."

And she began to cut the grass.

A spider was busy building a web on the grass.

"Please don't cut the grass under my web," said the spider.

"If you do, you will cut my web. Then I cannot catch a fly for my dinner tomorrow."

"A fly!" said Aunt Rabbit. "What a funny dinner!"[2]

Level B (first grade)

1. Why was Aunt Rabbit happy?
2. Why did Aunt Rabbit want to cut the grass before the next day?
3. What was the spider doing?
4. Why didn't the spider want Aunt Rabbit to cut the grass?
5. How do spiders catch flies?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Ignores punctuation
_____Mispronunciations
_____Repetitions
_____Skips words
_____Insertions
_____Hesitations
_____Tense
_____Poor expression

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[2]William D. Sheldon and Mary C. Austin, Our Town (Boston: Allyn and Bacon, Inc., 1968), pp. 210-11.

AT THE FAIR

The show started with a big parade. Many Indians rode their beautiful horses at the beginning of the parade. They were dressed in their best clothes.

The Indians rode by all of the people in the stands. Red Feather came first. His long headdress of bright red feathers hung down his back. Next came the boys, Bright Sky and Singing Cloud. One boy held a big drum.

"Look," Nancy cried, clapping her hands. "Those Indians have covered their faces with paint. The only parade I have seen had clowns and elephants and bears and monkeys. What a wonderful surprise!"[3]

Level C (second grade)

1. How did the show start?
2. How were the Indians dressed?
3. What is meant by the word "stands" in this story?
4. What kind of parade had Nancy seen before this one?
5. What was the wonderful surprise?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Ignores punctuation
_____Mispronunciations
_____Repetitions
_____Omissions
_____Insertions
_____Hesitations
_____Tense
_____Poor expression

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[3]William D. Sheldon and Mary C. Austin, Town and Country (Boston: Allyn and Bacon, Inc., 1968), pp. 183-84.

THE GIRAFFE IN THE BACKYARD

"Ted," said Jim Butterfield, coming into the living room suddenly, "I don't like to say this, but there's a giraffe in the backyard."

His brother looked up from his camera, gave Jim a strange look, then eyed the calendar. The smile on his face grew wider. The calendar had told him the fact that it was April first.

"Run away, don't bother me," said Ted. "I'm busy. You know, Jim, light must be getting into our camera. We really must get a new one as soon as we have enough money."

"We're going to get a projector," Jim said. "I don't like to say it again, but there is a giraffe in our background."[4]

Level D (third grade)

1. Whom did Jim tell about the giraffe?
2. Why did Ted's smile grow wider when he saw it was April first?
3. What did Ted think was getting into the camera?
4. What would they have to have before they could get a new camera?
5. How do you think the giraffe came to be in the background?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Mispronunciations
_____Ignores punctuation
_____Repetitions
_____Omissions
_____Insertions
_____Tense
_____Poor expression

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[4]William D. Sheldon and Mary C. Austin, Story Caravan (Boston: Allyn and Bacon, Inc., 1968), p. 334.

SHARKS AHEAD

The Mary McBride crept slowly up behind the sharks, who were moving lazily in the water. Sandy's hand trembled as he rested it on the trigger. Now they were only a few yards away, and he was able to see the huge, dark shadows of the shark through the water. "What giants they are," he thought.

"Steady now, lad," Mr. MacDougall murmured quietly, watching the nearer shark. "Wait until we're alongside him--aim right behind the fin--good and proper--Now!"

Sandy triggered the gun, and the harpoon left it with a thunderous crack. It hit the water, and glided neatly and swiftly past the shark.[5]

Level E (fourth grade)

1. What was the Mary McBride?
2. What were the sharks doing?
3. How do you know the sharks were big?
4. What does it mean by "Sandy triggered the gun"?
5. Did Sandy hit the shark? How do you know?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Ignores punctuation
_____Mispronunciations
_____Repetitions
_____Omissions
_____Insertions
_____Hesitations
_____Tense
_____Poor expression

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[5]William D. Sheldon and Rpsaland Sheldon, Believe and Make-Believe (Boston: Allyn and Bacon, Inc., 1968), pp. 380-81.

LIVING ON THE OCEAN FLOOR

The Sealab II house was held off the ocean bottom by stilt-like legs. The divers left and entered their home by round hatchways on the underside that were kept open for all forty-five days of the experiment. The ocean did not flood the house because the pressure of the air inside the house was the same as the outside pressure of the water. The men were not separated from the water by anything that they could see. Their only protection could not be seen until they entered the water. The entrances to their rooms were protected by steel shark-proof cages.[6]

Level F (fifth grade)

1. How did the men leave and enter the Sealab II house?
2. How long was the experiment?
3. What would happen if the air pressure inside the house became less than the water pressure outside?
4. How were the entrances to the rooms protected?
5. Why couldn't they have put doors with bars across the openings?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Ignores punctuation
_____Mispronunciations
_____Repetitions
_____Omissions
_____Insertions
_____Hesitations
_____Tense
_____Poor expression

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[6]William D. Sheldon, Finding the Way (Boston: Allyn and Bacon, Inc., 1968), pp. 430-31.

AMERICAN IN ORBIT

A huge sixty-three-foot, orange-and-white parachute opened. Five minutes later Friendship 7 splashed down in the Atlantic Ocean near Grand Turk Island. This was only a few hundred miles from the island where Columbus first landed in the New World.

Colonel Glenn had orbited the earth three times, a distance of some 75,000 miles. He had been nearly 150 miles up, traveling at speeds of 17,530 miles an hour! In four hours and fifty-six minutes he had viewed three sunsets and three dawns. He had flown through four Tuesdays, three Wednesdays, winter and summer!

Only twenty-one minutes after landing, the recovery ship Noa hoisted the capsule aboard and placed it gently on deck.[7]

Level G (sixth grade)

1. What was the Friendship 7?
2. Why do you think Columbus and his voyage is mentioned?
3. How long was Colonel Glenn's flight?
4. How could he have flown through winter and summer?
5. What does the word "hoisted" mean?

Evaluation:

_____No. words missed

_____No. questions missed

Remarks:

_____Reads word by word
_____Ignores punctuation
_____Mispronunciations
_____Repetitions
_____Omissions
_____Insertions
_____Hesitations
_____Tense
_____Poor expression

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[7]William D. Sheldon, Arrivals and Departures (Boston: Allyn and Bacon, Inc., 1968), p. 451.

DIRECTIONS FOR DIAGNOSTIC SPELLING TEST

Give list 1 to any pupil whose placement is second or third grade.

Give list 2 to any pupil whose placement is above Grade 3.

* * * * * * * * * * *

Grade Scoring, List 1:

Below 15 correct:	Below second grade
15-22 correct:	Second grade
23--29 correct:	Third grade

Any pupil who scores above 29 should be given the List 2 Test.

Grade Scoring, List 2:

Below 9 correct:	Below third grade
9-19 correct:	Third grade
20-25 correct:	Fourth grade
26-29 correct:	Fifth grade
Over 29 correct:	Sixth grade or better

Any pupil who scores below 9 should be given the List 1 Test.

ANALYSIS OF SPELLING ERRORS: Since many pupils memorize the sequence of letters in spelling words and do not apply phonetic and structural generalizations to spelling, no spelling test of this kind can ever be accurately diagnostic. However, some clues to the pupil's familiarity with these phonetic and structural generalizations can be observed by noticing how he spells the common elements indicated on the following page.

All information taken from William Kottmeyer's Teacher's Guide for Remedial Reading, Webster Publishing Co., 1959, pp. 88-90.

List 1

Word--Illustrative Sentence

1. not--He is not here.
2. but--Mary is here, but Joe is not.
3. get--Get the wagon, John.
4. sit--Sit down, please.
5. man--Father is a tall man.
6. boat--We sailed our boat on the lake.
7. train--Tom has a new toy train.
8. time--It is time to come home.
9. like--We like ice cream.
10. found--We found our lost ball.
11. down--Do not fall down.
12. soon--Our teacher will soon be here.
13. good--He is a good boy.
14. very--We are very glad to be here.
15. happy--Jane is a happy girl.
16. kept--We kept our shoes dry.
17. come--Come to our party.
18. what--What is your name?
19. those--Those are our toys.
20. show--Show us the way.
21. much--I feel much better.
22. sing--We will sing a new song.
23. will--Who will help us?
24. doll--Make a dress for the doll.
25. after--We play after school.
26. sister--My sister is older than I.
27. toy--I have a new toy train.
28. say--Say your name clearly.
29. little--Tom is a little boy.
30. one--I have only one book.
31. would--Would you come with us?
32. pretty--She is a pretty girl.

List 2

Word--Illustrative Sentence

1. flower--A rose is a flower.
2. mouth--Open your mouth.
3. shoot--Joe wants to shoot his new gun.
4. stood--We stood under the roof.
5. while--We sang while we marched.
6. third--We are in third grade.
7. each--Each child has a pencil.
8. class--Our class is reading.
9. jump--We like to jump rope.
10. jumps--Mary jumps rope.
11. jumped--We jumped rope yesterday.
12. jumping--The girls are jumping rope now.
13. hit--Hit the ball hard.
14. hitting--John is hitting the ball.
15. bite--Our dog does not bite.
16. biting--The dog is biting on the bone.
17. study--Study your lesson.
18. studies--He studies each day.
19. dark--The sky is dark and cloudy.
20. darker--This color is darker than that one.
21. darkest--This color is the darkest of the three.
22. afternoon--We may play this afternoon.
23. grandmother--Our grandmother will visit us.
24. can't--We can't go with you.
25. doesn't--Mary doesn't like to play.
26. night--We read to mother last night.
27. brought--Joe brought his lunch to school.
28. apple--An apple fell from the tree.
29. again--We must come back again.
30. laugh--Do not laugh at other children.
31. because--We cannot play because of the rain.
32. through--We ran through the yard.

LIST 1

	WORD	ELEMENT TESTED
1.	not	short vowels
2.	but	
3.	get	
4.	sit	
5.	man	
6.	boat	two vowels together
7.	train	
8.	time	vowel-consonant-e
9.	like	
10.	found	ou-ow spelling of ou sound
11.	down	
12.	soon	long and short oo
13.	good	
14.	very	final y as short i
15.	happy	
16.	kept	c & k spellings of the k sound
17.	come	
18.	what	wh, th, sh, ch, ng spellings and ow spelling of the long o
19.	those	
20.	show	
21.	much	
22.	sing	
23.	will	doubled final consonant
24.	doll	
25.	after	er spelling
26.	sister	
27.	toy	oy spelling of oi sound
28.	say	ay spelling of long a sound
29.	little	le ending
30.	one	non-phonetic spelling
31.	would	
32.	pretty	

LIST 2

	WORD		ELEMENT TESTED
1.	flower		ow-ou spellings of the ou sound,
2.	mouth		er ending, th spelling
3.	shoot		long and short oo, sh spelling
4.	stood		
5.	while	--	wh spelling, vowel-consonant-e
6.	third	--	th spelling, vowel before r
7.	each	--	ch spelling, two vowels together
8.	class	--	double final consonant, c spelling of k sound
9.	jump		addition of s, ed, ing;
10.	jumps		j spelling of soft g sound
11.	jumped		
12.	jumping		
13.	hit		doubling final consonant before -ing
14.	hitting		
15.	bite		dropping final e before -ing
16.	biting		
17.	study		changing final y to i before ending
18.	studies		
19.	dark		er, est endings
20.	darker		
21.	darkest		
22.	afternoon		compound word
23.	grandmother		
24.	can't		can't, doesn't
25.	doesn't		
26.	night		silent gh
27.	brought		
28.	apple	--	-le ending
29.	again		non-phonetic spellings
30.	laugh		
31.	because		
32.	through		

DIRECTED READING LESSON

I. Introduction--Preparing for reading
General aim is to get children ready to read this particular story with ease, enjoyment and understanding.
   A. Developing a conceptual background
      1. Evoking pertinent experiences that will add depth to comprehension. For example:
         a. eliciting related real-life experiences through leading children to organize their own background of experiences as a basis for interpretation
         b. clarifying geographical setting
         c. orienting the story in time
         d. using illustrative materials to arouse interest and stimulate thinking
         e. relating this to a previously read story
      2. Formulating into words the particular concept this story can be related to
   B. Removing obstacles to ready assimilated study of a story (should not involve more than 7-10 minutes)
      1. Developing understanding of new words--pronunciation and meaning
         a. Present new words in meaningful context. Help children apply any word analysis techniques taught to unlock unknown word.
         b. Develop meaning, if necessary, as it occurs in this story (other meanings can be developed in the follow-up activities).
      2. Locating story in table of contents
         a. indicate portion to be read
         b. discuss pictures

II. Reading--the phase of the lesson where students apply already acquired skills in a functional situation
   A. Setting purposes for silent reading
      1. May apply to whole group or be diverse
         a. Questions centered around main ideas
            (1) designated to carry the child rapidly through the story
            (2) give a feeling of wholeness
         b. May involve essential details at the literal level for less able
      2. Should be such that almost all complete purpose at approximately same time
   B. Discussion related to silent reading
      1. May center around set purposes
      2. May use set purposes but extend

C. Oral Reading
   1. Should be for different purposes usually of a detailed nature
      a. to enjoy a part
      b. to share an idea
      c. to prove a point
      d. to reveal author's purpose, character development or emotional tone
D. Relating this story to the selected concept to heighten understanding

III. Developing future skills--Provision must be made for systematic sequential skill-building to assure future growth.
A. May involve whole group
   1. introducing a new skill
   2. reviewing or maintaining an old skill
   3. workbook or worksheets to reinforce
B. Frequently is a more individual nature--special needs or special help group or individual
   1. work on specific areas of deficiencies as diagnostically revealed
   2. promoted advanced learning of more complex nature for a few
   3. may be accomplished in pairs or small groups

IV. Extending the experience--Provide for creative expression.
A. Independent reading or listening to stories of some similarity
B. Presenting ideas or appreciation gained in another dimension
   1. play
   2. illustrations
   3. models
   4. games and songs
   5. research report

MOST USEFUL PHONIC GENERALIZATIONS

Generalizations	Percent of Utility
1. The er gives the preceding vowel a sound that is neither long nor short.	78
2. Words having double e usually have the long e sound.	98
3. In ay the y is silent and gives the a its long sound.	78
4. When y is the final letter in a word, it usually has a vowel sound.	84
5. When c and h are next to each other they make only one sound.	100
6. Ch is usually pronounced as it is in kitchen, catch, and chair, not like sh.	95
7. When c is followed by e or i, the sound of s is likely to be heard.	96
8. When the letter c is followed by e or a, the sound of k is likely to be heard.	100
9. When ght is seen in a word, gh is silent.	100
10. When two of the same consonants are side by side, only one is heard.	99
11. When a word ends in ck, it has the same last sound as in look.	100
12. In most two-syllable words, the first syllable is accented.	85
13. If a, in, re, ex, de, or be is the first syllable in a word, it is usually unaccented.	87
14. In most two-syllable words that end in a consonant followed by y, the first syllable is accented and the last is unaccented.	96
15. If the last syllable of a word ends in le, the consonant preceding the le usually begins the last syllable.	97

Generalizations	Percent of Utility
16. When the first vowel element in a word is followed by th, ch, or sh, these symbols are not broken when the word is divided into syllables and may go with either the first or second syllable.	100
17. When there is one e in a word that ends in a consonant, the e usually has a short sound.	76
18. When the last syllable is the sound r, it is unaccented.	95

APPENDIX D

STAFF AND
RESOURCE PERSONS

Guidance and Counseling

Patricia Dungan
ABE Teacher
Jackson, Tennessee

Deotha Malone
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Sumner County Schools
Gallatin, Tennessee

Hazel Parker, Supervisor
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Mike Cain
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Carol Brownlee
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Records

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Formulation and Implementation of Workshop

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Jimmie Jordan
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Blake Welch
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APPENDIX E

ABE IN-SERVICE

NOVEMBER 13, 1971 - 8:30-2:30

MEMPHIS STATE UNIVERSITY

P R O G R A M

GENERAL SESSION.	8:30 - 8:50
FIRST SESSION	8:55 - 9:55
BREAK.	9:55 - 10:10
SECOND SESSION	10:15 - 11:15
THIRD SESSION.	11:20 - 12:20
LUNCH.	12:20 - 1:05
FOURTH SESSION	1:05 - 2:05
EVALUATION AND SIGN IN	2:05 - 2:30

CONSULTANTS:

READING - MRS. SOPHIA BROTHERTON

GUIDANCE AND COUNSELING - MISS DEOTHA MALONE

MATERIALS - MRS. DAISY JARRELL AND MRS. CAROLYN BYNUM

RECORDS AND ADMINISTRATION - MR. BLAKE WELCH

ORGANIZATION OF IN-SERVICE PROGRAM - DR. DONNIE DUTTON

IN-SERVICE DIRECTORS - MR. JIMMIE JORDAN AND MR. JAMES DRUMMOND

GROUP SESSIONS SCHEDULE

	303 BC	303 D	303 E	303 G
First Session 8:55-9:55	Group 1	Group 2	Group 3	Group 4
Second Session 10:15-11:15	Group 4	Group 1	Group 2	Group 3
Third Session 11:20-12:20	Group 3	Group 4	Group 1	Group 2
Fourth Session 1:05-2:05	Group 2	Group 3	Group 4	Group 1

Consultants

303 BC -- Mrs. Sophia Brotherton
303 D -- Mrs. Carolyn Bynum and Mrs. Daisy Jarrell
303 E -- Miss Deotha Malone
303 G -- Mr. Blake Welch

Group Leaders

Group I -- Mr. Leon Nelson
Group II -- Mrs. Hazel Parker
Group III -- Mr. Milton Brinkley
Group IV -- Mrs. Helen Nunn

A D U L T E D U C A T I O N I N - S E R V I C E

RAMADA INN
Jackson, Tennessee

November 20, 1971 — 8:30 a.m. to 1:30 p.m.

AGENDA

8:30 - 9:00. . . . . Registration

9:00 - 9:20. . . . . General Session

9:30 - 11:30. . . . . Group I
Group II (Break at approx. 10:30)
Group III

11:30 - 12:15. . . . . Dr. Brotherton

12:15 - 12:30. . . . . Evaluation

12:30 - 1:15. . . . . Lunch

1:30. . . . . Adjourn

APPENDIX F

LIST OF PARTICIPANTS

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Mattie S. Shanklin
Henry County

Willie Golden, Sr.
Hardeman County

Claudette Morrow
Fayette County

William D. Brooks
Tipton County

Lois Moore Jones
Hardin County

Carolyn A. Martin
Hardin County

Larry G. Myrick
Ft. Pillow

Hazel Beshires
Hardeman County

Willard Beshires
Hardeman County

Erah Kemp
Henry County

Eddie Clark
Weakley County

Mattie Milliken
Jackson City

Jan Blount
Hardin County

Marjorie Barber
Hardin County

Nettye Phillips
Hardin County

Bob Mason
Lauderdale County

B. A. Russell
Dyersburg City

Elroy Jones
Fayette County

Willie Morrow
Fayette County

Ora Towles
Fayette County

Hazel Parker
Shelby County

James H. Clarke
Hardin County

Arnold Smith
Davidson County

Hugh Rogers
Hardin County

Pat Dungan
Jackson City

Inez Duncan
Hardeman County

Nelson Piercey
Jackson City

Lue Eldridge Claybon
Tipton County

Mary Jane House
Lake County

Cora Hughes
Lake County

Charlene Smith
Lake County

Zula Callens
Lake County

Marie Matheney
Benton County

Floyd Kirk
Benton County

Albert Claybon
Tipton County

Robert M. Sharp
Tipton County

Pauline Craft
Hardeman County

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Marshall Jennings
Hardin County

James Porter
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Wm. V. Beibey
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Jeff E. McKinnie, Jr.
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Kay Glover
Jackson City

Sarah Barnes
Jackson City

Alberta Merry
Jackson City

Johnnie W. Lake
Hardeman County

Evelyn Walker
Fayette County

M[illegible]ard Epps
Tipton County

Max Horton
Hardeman County

Maggie Townes
Carroll County

Anna R. Webb
Carroll County

Nadalyn Shelton
Fayette County

Ruth Huey
Dyer County

Grace Rogers
Dyer County

Carlton Cherry
Dyer County

Jean Carson
Dyer County

Mattie Hayes
Hardin County

Bill Fullwood
Hardin County

Nancy Smith
Carroll County

Roland McElrath
Benton County

Mary Nelle Pegram
Jackson City

L. D. Gant
Lake County

Rayburn Cagle
Jackson City

William Deming
Jackson City

Frank R. Gallimore
Henry County

Jimmy Thomas
Humboldt City

Glenn Weatherly
Humboldt City

Willie R. Bond
Humboldt City

Dwight D. Layne
Tipton County

Gwen B. Moore
Weakley County

Thomas L. Moore
Weakley County

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Juanita Ransom
Fayette County

Gertrude Bailey
Fayette County

Lee Frank Lowery
Jackson City

Jerry Winters
Ft. Pillow

Alvin Brown
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Wayne Chester
Benton County

Curtis Mohundra
Hardeman County

John Chisolm
Tipton County

Joyce Smith
Hardeman County

Lois Morton
Fayette County

L. J. Anders
Carroll County

Captolia Huffines
Hardin County

Mrs. R. A. Phillips
Hardeman County

Mary Stuart
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Frances Chase
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Geraldine J. Perry
Hardin County

Kenneth Ralston
Hardin County

Kenneth C. Smith
Hardin County

William L. Cotrell
Hardeman County

Daisy Jarrell
Shelby County

Earlie Mae Howard
Carroll County

Mary H. Yarbrough
Tipton County

Barton F. Robison
Henry County

Wilda Cherry
Dyer County

Martha Haley
Jackson

Sophia Brotherton
Shelby County

Jerry Bynum
Shelby County

Mike Cain
Selmer

Carol Brownlee
Shelby County

Carolyn Bynum
Shelby County

Charles Sams
Davidson County

APPENDIX G

TENNESSEE REGIONAL IN-SERVICE
1971-72

PERSONAL DATA

1. SEX

_____Male

_____Female

2. AGE

_____Less than 35

_____35 and over

3. RACE

_____White

_____Non White

4. DEGREE PRESENTLY HELD

_____Less than Master's

_____Master's or more

5. ACTUAL TEACHING EXPERIENCE IN ABE

_____Less than 1 academic year

_____1-3 academic years

_____More than 3 academic years

6. ABE POSITION HELD

_____Supervisor

_____Teacher

101

7. PLACE OF EMPLOYMENT

_____West Tennessee (Glover)

_____Middle Tennessee (Easter & Holt)

_____East Tennessee (Bates)

****

Following are some statements with which you may agree or disagree. There are no correct or incorrect answers so feel free to express your feelings. Please give us your own opinion about these items by circling the answer that best describes how you feel. Also, a blank is provided after each statement for any written comments that you may care to make.

PHYSICAL FACILITIES

8. ADEQUATE SPACE WAS PROVIDED FOR LARGE GROUP MEETINGS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

9. ADEQUATE SPACE WAS PROVIDED FOR SMALL GROUP DISCUSSIONS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

10. THE MEETING FACILITIES WERE CONDUCIVE TO LEARNING.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

OBJECTIVES

11. THE OBJECTIVES OF THE IN-SERVICE WERE RELEVANT TO THE NEEDS OF THE PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

12. THE OBJECTIVES OF THE IN-SERVICE WERE CLEARLY DEFINED TO THE PARTICIPANTS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

13. ADEQUATE TIME WAS AVAILABLE FOR THE OBJECTIVES OF THE IN-SERVICE TO BE REALIZED.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

PROGRAM

14. THE CONTENT OF THE IN-SERVICE WAS RELEVANT TO MY NEEDS.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

15. THE PROGRAM WAS IN LINE WITH THE STATED OBJECTIVES OF THE IN-SERVICE.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

16. THE CONTENT OF THE IN-SERVICE WAS SUCH THAT IT ANSWERED QUESTIONS THAT CONCERNED ME RELATIVE TO MY JOB.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

EVALUATION

17. AS A RESULT OF THE IN-SERVICE, I FEEL THAT I WILL NOW BE BETTER ABLE TO PERFORM MY JOB MORE SATISFACTORILY.

Strongly Agree | Agree | Undecided | Disagree | Strongly Disagree

Comments: _____

_____

18. MY OVERALL RATING FOR THE IN-SERVICE IS:

Very High | High | Medium | Low | Very Low

Comments: _____

_____

****

Please complete the following items:

19. Identify the greatest overall strengths of the In-service.

_____

_____

_____

_____

20. Identify the greatest overall weaknesses of the In-service.

_____

_____

_____

_____

21. What topics do you feel need to be covered in future in-service sessions?

_____

_____

_____

_____

_____

22. Following is a list of the major topics that participants attending the summer institutes at Memphis State, Tennessee State, and UT this past summer indicated that should be covered in future two-week institutes. Please add any additional ones that you feel are important and rank them in order of importance by placing a 1 by the one most important, a 2 by the one of second importance, etc.

_____Guidance and Counseling _____

_____Recruitment and Retention _____

_____Teaching of Reading _____

_____Materials Selection & Development _____

_____Principles of Curriculum Development _____

_____Adult Learning Centers _____

23. Did you attend a two-week institute this past summer?

_____Yes

_____No

KROPP-VERNER EVALUATION SCALE*

Please follow directions carefully: Read all twenty of the following statements. Check as many statements as necessary to describe your reaction to the Institute.

1. ____ It was one of the most rewarding experiences I have ever had.
2. ____ Exactly what I wanted.
3. ____ I hope we can have another one in the near future.
4. ____ It provided the kind of experience that I can apply to my own situation.
5. ____ It helped me personally.
6. ____ It solved some problems for me.
7. ____ I think it served its purpose.
8. ____ It had some merits.
9. ____ It was fair.
10. ____ It was neither very good nor very poor.
11. ____ I was mildly disappointed.
12. ____ It was not exactly what I needed.
13. ____ It was too general.
14. ____ I am not taking any new ideas away.
15. ____ It didn't hold my interest.
16. ____ It was much too superficial.
17. ____ I leave dissatisfied.
18. ____ It was very poorly planned.
19. ____ I didn't learn a thing.
20. ____ It was a complete waste of time.

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*Dr. R. Kropp and Dr. C. Verner, Florida State University

(If you wish, add any comments on reverse side of this page.)

106